



COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Ms. Lennon

Grade Level: 7

Date of Lesson: Design #6

Topic: Guest Speaker

Objectives

Student will understand that English comes in many forms (writing, reading, speaking, and listening) and that all of these are necessary in order to be successful, especially in the field of psychology.

Student will know what real-world psychologists do in an average day.

Student will be able to design an informational webpage regarding the field of psychology.

Maine Learning Results Alignment

Career and Education Development - Learning About and Exploring Education and Career and Life Roles
B3 Education and Career Information

Grades 6-8

Students locate and analyze the use of different types of resources, including occupational information and labor market information, to explore post-secondary education, training, and career choices.

Rationale: In this lesson, students will be visited by a psychologist who will provide them with basic information about being a psychologist. They will be able to ask questions. Also, they will do some research on their own in order to complete their summative assessment.

Assessment

Formative (Assessment for Learning)

In order to prepare for the guest speaker, students will fill out a KWL chart. As a class, we will determine what we already know about what a psychologist does. In small groups, students will determine what they would like to know. These lists will be used as possible questions to ask the guest speaker. After the presentation, students will individually fill in the "Learned" column, referring to what they got out of the presentation. In order to prepare for being a good listener, we will watch and discuss a short video about proper listening techniques.

Summative (Assessment of Learning)

Students will individually create a Wikispace that describes what it means to be a psychologist. Students will be expected to include information about schooling needed, salary, what they do, etc. They will also be responsible for creating their own resumes.

Integration

Technology: Students will experiment with Wikispaces and also spend some time researching online. The hook is an online video that will get students thinking about how to act when listening to a presentation.

Psychology: Students will have the opportunity to spend time with an actual psychologist. They will listen and ask any burning questions they may have. After spending several weeks talking about what psychologists do, it will be great for them to interact with one in person.

Career Development: Students will be asked to create a resume and write a cover letter. This introduces them to concepts that will be relevant to them once they graduate high school and college, if they choose to go.

Groupings

Class, Group, Solo: This is a slight variation of "Team, Pair, Solo." Students will work as a class for the K section, work as a group for the W section, and work alone for the L section. This will provide a nice range of potential questions, but it also allows students to reflect on their own. Students will also have the opportunity to participate in a three-minute review during the guest speaker's presentation.

Differentiated Instruction

Strategies

Logical: Students will follow a step-by-step process for proper note-taking techniques.

Verbal: Students will take notes while listening to our guest speaker.

Visual: Students can include relevant pictures in their informational webpage.

Musical: While working on group work, music will be quietly playing in the background.

Intrapersonal: Students will have the opportunity to reflect on what they learned from the presentation.

Interpersonal: Students will have the opportunity to discuss what they want to learn from the presentation.

Kinesthetic: Students will take turns coming up to the board and writing one thing they know about psychologists.

Modifications/Accommodations

(I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.)

If a student is absent, it is his or her responsibility to get in touch with me or a fellow classmate about any missed work. That work must be completed within 2 class days of the day missed. If an assignment was due the day the class was missed, it is the student's responsibility to get the assignment in my hands the next day the student is in class. If a student has any other issues, he or she should come and talk to me about it.

Extensions

Students will be required to include a certain number of aspects in the field of psychology (type of schooling, salary, what the average day is like, etc.) but can also take it another step further by including other relevant information of their choosing. Students can find the one fact that "others probably won't find."

Materials, Resources and Technology

- KWL Charts
- Laptops
- White board and markers
- [Hook](#)
- Wikispace tutorial
- Project check-list

Source for Lesson Plan and Research

Lesson plan designed by Stephanie Lennon

- <https://www.careerkids.com/resume2.html> This site has a resume template that allows students to fill in personal information and then automatically plugs it in.

- <http://jobsearch.about.com/od/coverletters/a/aa030401b.htm> This site provides some information about cover letters. Also, it shows students what needs to be included in a cover letter.
- <http://www.wikispaces.com/site/tour> This site gives a tutorial about creating Wikispaces.
- http://www.sep.org.uk/downloads/SA2-Activity2_1-SA-BioChemPhyApp.pdf This site gives students a list of steps to follow while taking notes. We will spend time in class practicing the process before the presenter arrives.

Maine Standards for Initial Teacher Certification and Rationale

Standard 3 - Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, social, and cultural development.

Rationale: In a classroom it is important to address the many different learning styles that can be found among students. In this lesson, students who crave variety will have access to a number of different resources. They will have a real-world psychologist, but they can also look online for further reference. Also, when they are creating their web pages, they will be able to be as creative and spontaneous as they choose to be. Students who crave structure will have the chance to organize their web pages in a way that makes the most sense to them. Also, they may enjoy the step-by-step process of note-taking. Students who like to analyze will be able to discuss the video at the beginning of the lesson, pointing out examples of negative listening behaviors. For the more sensitive students, all students will be participating in similar activities so there will be no reason for certain students to feel uncomfortable. All students should respect one another if they expect that same respect from others. The teacher will also be sure to encourage any discouraged students.

Standard 4 - Plans instruction based upon knowledge of subject matter, students, curriculum goals, and learning and development theory.

Rationale: This lesson will give students an in-depth and up close look at what it means to be a psychologist. They will be able to ask the questions that are important to them. At the end of the lesson, students will **design** an informational webpage regarding the field of psychology.

Standard 5 - Understands and uses a variety of instructional strategies and appropriate technology to meet students' needs.

Rationale: Strategies

Logical: Students will follow a step-by-step process for proper note-taking techniques.

Verbal: Students will take notes while listening to our guest speaker.

Visual: Students can include relevant pictures in their informational webpage.

Musical: While working on group work, music will be quietly playing in the background.

Intrapersonal: Students will have the opportunity to reflect on what they learned from the presentation.

Interpersonal: Students will have the opportunity to discuss what they want to learn from the presentation.

Kinesthetic: Students will take turns coming up to the board and writing one thing they know about psychologists.

Technology: Students will experiment with Wikispaces and also spend some time researching online. The hook is an online video that will get students thinking about how to act when listening to a presentation.

Standard 8 - Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.

Rationale:

Formative (Assessment for Learning)

In order to prepare for the guest speaker, students will fill out a KWL chart. As a class, we will determine what we already know about what a psychologist does. In small groups, students will determine what they would like to know. These lists will be used as possible questions to ask the guest speaker. After the presentation, students will individually fill in the “Learned” column, referring to what they got out of the presentation. In order to prepare for being a good listener, we will watch and discuss a short video about proper listening techniques.

Summative (Assessment of Learning)

Students will individually create a Wikispace that describes what it means to be a psychologist. Students will be expected to include information about schooling needed, salary, what they do, etc. They will also be responsible for creating their own resumes.

Teaching and Learning Sequence:

Day One: Students will walk into the room and sit in their normal seats.

Hook Time (10 minutes): Students will watch the short video. After, I will ask students what negative behaviors they saw in the video. The point of this hook is to make them laugh while also showing them what NOT to do when our guest speaker is presenting. We will have a brief discussion about positive behaviors.

“K” exercise (25 minutes): As a class, we will determine what we already know about psychologists. This information can come from what we’ve learned throughout the unit or information that they’ve learned on their own. We will take about 20 minutes making a list of what we already know. The remaining 5 minutes, I will explain the next step to students.

“W” exercise part 2 (20 minutes): Students will work with their neighbors (no more than 3 in a group) and brainstorm a list of potential questions. These can be questions that they want to know or questions that have come to the surface after creating the list of what we already know.

Note-taking (25 minutes): Students will be shown how to take proper notes during a presentation. We will follow the steps suggested on the site and spend some time practicing before the presenter arrives.

Day Two: Students will walk into the room and sit in their normal seats.

Review (10 minutes): As a class, we will quickly go over the note-taking process and how to be good listeners.

Guest Speaker (60 minutes): The speaker will take over most of the lesson. Students know that they are supposed to take notes and ask relevant questions. Students will take turns asking questions from their “W” column. I will work with guest speaker beforehand and encourage him or her to give students a chance to work together (three-minute review) throughout the presentation. Students will have time at the end to ask any last questions.

Wrap-up (10 minutes): Once the speaker leaves, we will debrief the presentation. I will answer any questions about their upcoming project: creating the information webpage. Work will begin next class.

Day Three: Students will walk into the room and sit in their normal seats.

Wikispace Overview (15 minutes): Students will be given a quick overview of how to use Wikispace. They will be directed to a website that can help them with further questions. Most of the work will be done in class, so students can simply ask questions as they surface.

Project Model (5 minutes): I will take a few minutes to show students what a completed project looks like. I will remind them that there are an infinite number of ways to organize their work and that they shouldn’t feel obliged to copy what I have shown them.

Resumes (15 minutes): I will show students the resume-building website and also have a discussion about the purpose of resumes. Students will practice creating them online and then create one on their own in a Word document as the project progresses.

Cover Letters (15 minutes): I will show students the website on cover letters and have a discussion about the purpose of cover letters. Students will write their cover letter based on templates we will find online.
Work time (30 minutes): Students will use the rest of class time to work on their projects.

Day Four: Students will walk into the room and sit in their normal seats.

Check-in (2-3 minutes per student): I will quickly check in with the students to make sure everyone is on the right track. I will walk around the room and have a conversation to see what students are working on. While I am walking around the room, I will expect students to be working individually on their projects.

Work time (75 minutes): Students will use class time to work on projects.

Quick Update (5 minutes): I will determine if the class needs one more day to work on the project or if they are ready to be presented.

Day Five: Students will walk into the room and sit in their normal seats.

Presentations (80 minutes): Students will be given about 5-7 minutes to show their webpage to the class. All students will have similar information, so a full presentation won't be required, but students can give a quick overview of what they found.

Day Six: Students will walk into the room and sit in their normal seats.

Presentations (80 minutes): Students will be given about 5-7 minutes to show their webpage to the class. All students will have similar information, so a full presentation won't be required, but students can give a quick overview of what they found.

Content Notes

To be effective, your cover letter should follow the basic format of a typical business letter and should address three general issues:

1. First Paragraph - Why you are writing
2. Middle Paragraphs - What you have to offer
3. Concluding Paragraph - How you will follow-up

Why You Are Writing

In some cases, you may have been referred to a potential employer by a friend or acquaintance. Be sure to mention this mutual contact, by name, up front since it is likely to encourage your reader to keep reading!

If you are writing in **response to a job posting** ([review samples](#)), indicate where you learned of the position and the title of the position. More importantly, express your enthusiasm and the likely match between your credentials and the position's qualifications.

If you are **writing a prospecting letter** ([review sample](#)) a letter in which you inquire about possible job openings - state your specific job objective. Since this type of letter is unsolicited, it is even more important to capture the reader's attention.

If you are **writing a networking letter** ([review sample](#)) to approach an individual for information, make your request clear.

What You Have To Offer

In responding to an advertisement, refer specifically to the qualifications listed and illustrate how your particular abilities and experiences relate to the position for which you are applying. In a prospecting letter express your potential to fulfill the employer's needs rather than focus on what the employer can offer you. You can do this by giving evidence that you have researched the organization thoroughly and that you possess skills used within that organization.

Emphasize your achievements and problem-solving skills. Show how your education and work skills are transferable, and thus relevant, to the position for which you are applying.

How You Will Follow Up

Close by reiterating your interest in the job and letting the employer know how they can reach you and include your phone number and/or email address. Or bid directly for the job interview or informational interview and indicate that you will follow-up with a telephone call to set up an appointment at a mutually convenient time. Be sure to make the call within the time frame indicated.

In some instances, an employer may explicitly prohibit phone calls or you may be responding to a "blind want-ad" which precludes you from this follow-up. Unless this is the case, make your best effort to reach the organization. At the very least, you should confirm that your materials were received and that your application is complete.

If you are applying from outside the employer's geographic area you may want to indicate if you'll be in town during a certain time frame (this makes it easier for the employer to agree to meet with you).

In conclusion, you may indicate that your [references](#) are available on request. Also, if you have a portfolio or writing samples to support your qualifications, state their availability.

Taking notes from a presentation Briefing sheet

In this activity you will develop the skills for learning from presentations. You may already have ideas about how to learn effectively from presentations. These tips will help you to produce useful notes.

1 Before the presentation make sure you have the equipment you need (paper, pen etc.) and focus your mind on the task of identifying and summarizing the key ideas.

2 At the top of the page, write the title of the presentation and the name of the presenter. It may also be useful to record the date and place (this will be more important at university or at work).

3 You should draw a line down the page about a third of the way in from the right. Write your notes of the presentation on the left. Write your own thoughts and any questions you think of on the right.

4 Don't lose focus – write down quickly any thoughts or questions, so you don't lose track of the presentation. You can take your thoughts forward and ask questions at the end.

5 As the presentation proceeds, try to break it down into sub-topics. The presenter may help you by indicating the different parts of the presentation. If they do not, you need to do this yourself. As you write your notes, keep the sub-topics in separate paragraphs.

6 You could use a visual representation (e.g. flow diagram, spider diagram, concept map or mind map) for each sub-topic. Or you can use written text if you prefer. Experiment with different formats; unfamiliar techniques need practice, but may be helpful in the long-term.

7 If time allows, write a sentence after each paragraph / sub-topic summarizing the main message.

8 If you need to copy illustrations (e.g. pictures, images) you might find it best to sketch a representation rather than aiming to reproduce it faithfully. Obviously, it is important to copy chemical equations, calculations, graphs and diagrams accurately. Check if the presenter will give you access to notes or their slides; this may remove the need to copy visuals as you go along.

9 Write down the main ideas covered in the presentation at the end of your notes. This can form the basis of a summary.

10 Write down anything that you feel you need to learn more about, in addition to any questions you wrote down during the presentation.

Handouts

Take Your Psychologist to School Day

As you know, we will be having a guest speaker in the near future. This person is a psychologist (and has been for quite some time). You will be asking a number of questions and taking great notes on what you hear. After the presentation, you will be asked to create a very special project. You will get to design an informational webpage about being a psychologist! Also, you will have the opportunity to create your very own resume and write a brief cover letter!

Things to include in the webpage:

- What kind of schooling is needed in order to become a psychologist?
- How much does a starting psychologist make? A veteran psychologist?
- What is the average day like?
- What kinds of people do they work with?
- How many different types of psychologists are there?
- What other jobs could someone with a psychology degree have?
- Can you name any famous psychologists from history?
- Your resume and cover letter

Please do not limit yourself to these questions. Feel free to include any other relevant information that you find interesting.

Grading Sheet: Psychology Webpage

Statement	Possible Points	Self- Evaluate	Actual
1. What kind of schooling is needed in order to become a psychologist?	5		
2. How much does a starting psychologist make? A veteran psychologist?	5		
3. What is the average day like?	5		
4. How many different types of psychologists are there?	5		
5. What jobs could someone with a psychology degree have?	5		
6. Can you name any famous psychologists from history?	5		
7. Resume	4		
8. Cover Letter	4		
9. Organization	3		
10. Navigation	2		
11. Mechanics	4		
12. Pictures	2		